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| **10th Grade ELA Priority Standards** | |
| **Reading** | |
| **Literature (RL)** | **Informational Text (RI)** |
| **RL.9-10.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **RI.9-10.1 – Key Ideas and Details**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **RL.9-10.2 – Key Ideas and Details**  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **RI.9-10.2 – Key Ideas and Details**  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide and objective summary of the text. |
| **RL.9-10.4 – Craft and Structure**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | **RI.9-10.6 – Craft and Structure**  Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |

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| **10th Grade ELA Priority Standards** |
| **Writing (W)** |
| **W.9-10.1 – Text Types and Purposes**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   * Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. * Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the argument presented. |
| **W.9-10.2 – Text Types and Purposes**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   * Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| **W.9-10.4 – Production and Distribution of Writing**  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.) |
| **W.9-10.5 – Production and Distribution of Writing**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **W.9-10.7 – Research to Build and Present Writing**  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

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| **10th Grade ELA Priority Standards** | |
| **Speaking and Listening (SL)** | **Language (L)** |
| **SL.9-10.4 – Presentation of Knowledge and Ideas**  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | **L.9-10.1 – Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Use parallel structure.\* * Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
|  | **L.9-10.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. * Use a colon to introduce a list or quotation. * Spell correctly. |
| **L.9-10.3 – Knowledge of Language**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   * Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook,* Turbain’s *Manual for Writers*) appropriate for the discipline and writing type. |